

Name: _____ Date: _____



Teacher: _____

LESSON GOAL Create a PEP that is specific to the student's goals and desires, with detailed descriptions on current status and plans to reach goals, including the commitment to refer back to the PEP often and confer with teachers and advisor.

ESSENTIAL QUESTION What is my educational plan and how do I achieve my goals?

STUDENT EXPECTATIONS

1. Participate in discussion about why people make plans and set goals.
2. Complete the *PEP Packet* by following the *PEP Checklist*.

Multiply the points by the weighted score and record in the total column for each rubric. Then tally the total points for the final score.						
Weighted Score	Category	Exceeding 9-10 Points	Meeting 6-8 Points	Approaching 3-5 Points	Emerging 0-2 Points	Total
1	Teacher Suggestions Write a list of teacher suggestions from your grades.	Complete, thoughtful and thorough suggestions.	Somewhat complete, thoughtful and thorough suggestions.	Minimally complete, thoughtful and thorough suggestions.	Did not turn in suggestions.	
1	Self Assessment Strengths and Weaknesses Create a <i>Self-assessment of Strengths and Weaknesses</i> .	Complete, thoughtful and thorough list of strengths and weaknesses.	Somewhat complete, thoughtful and thorough list of strengths and weaknesses.	Minimally complete, thoughtful and thorough list of strengths and weaknesses.	Did not turn in strengths and weaknesses.	
2	Short Term Goals Complete <i>Short-term Goals for Current Semester</i> .	Complete, effective, measurable, attainable, thoughtful and thorough set of short term goals.	Somewhat complete, effective, measurable, attainable, thoughtful and thorough set of short term goals.	Minimally complete, effective, measurable, attainable, thoughtful and thorough set of short term goals.	Did not turn in set of short term goals.	
2	Goals for This Year and Next Complete <i>Goals for This Year and Next</i> .	Complete, effective, measurable, attainable, thoughtful and thorough set of long term goals.	Somewhat complete, effective, measurable, attainable, thoughtful and thorough set of long term goals.	Minimally complete, effective, measurable, attainable, thoughtful and thorough set of long term goals.	Did not turn in set of long term goals.	
2	Academic Check-In Complete <i>Academic Check-In</i> .	Complete, thoughtful and thorough record of progress in academic and experiential courses.	Somewhat complete, thoughtful and thorough record of progress in academic and experiential courses.	Minimally complete, thoughtful and thorough record of progress in academic and experiential courses.	Did not turn in record of progress in academic and experiential courses.	
1	 ASSIGNMENT 1 Review the Complete PEP and submit it for evaluation.	Thoughtfully and thoroughly completed the PEP and submitted it for evaluation.	Completed the PEP and submitted it for evaluation.	Made an attempt to complete the PEP and submit it.	Made minimal effort to complete the PEP.	
1	 ASSIGNMENT 2 Reflection Reflect thoughtfully while completing the PEP and submit a reflection on this process.	Complete, thoughtful and thorough reflection.	Somewhat complete, thoughtful and thorough reflection.	Minimally complete, thoughtful and thorough reflection.	Did not turn in reflection.	